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THE
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Volume XX.

W. P. ATKINSON, Editor.

Number Five.

SHORT SCHOOL-TIME AND MILITARY DRILL.

[We published an article in our January number last year on what is usually called the Half-Time System for the education of factory children in England, which excited a good deal of attention and respecting which we have had repeated inquiries. We had for some time been meaning to draw further facts from the bulky Parliamentary documents which contain them, when we met, with an article in a contemporary, the *Journal of Education for Upper Canada*, which we here give our readers instead. The extracts are taken from a lecture delivered before the Quebec Literary and Historical Society, by E. A. MEREDITH, Esq., LL.D., one of the Assistant Secretaries of the Province. We think our readers will find much food for reflection in the statements they contain.]

The object of Mr. Chadwick's paper is to establish that in ordinary public schools too much time is devoted to book instruction, too little to the physical training of the pupil; that the mind is overworked, the body insufficiently exercised; that book-work is generally prolonged much beyond the capacity of the pupil, to the injury alike of his physical and mental powers. He further asserts that it is demonstrable, nay that it has been demonstrated by actual experiment, that by employing in the physical training

of the pupils, more particularly in systematic military and naval drill, a portion of the time, now uselessly or hurtfully misspent on books, incalculable benefits, physical, moral, intellectual and economical, will result to the persons taught, and, as a matter of course, also to the nation.

The startling novelty of Mr. Chadwick's views, and the very magnitude of the benefits which he claimed as certain to follow from the general adoption of the plan of education which he had inaugurated, had a tendency to make most people incredulous of the project, if not to reject it altogether as utopian. The high reputation however of Mr. Chadwick, who had been for upwards of a quarter of a century an earnest and able laborer in the cause of social reforms, especially in matters connected with popular education, would have amply sufficed with all thoughtful men to secure a respectful consideration for any opinion, however strange or paradoxical, which had received the sanction of his advocacy. But Mr. Chadwick did not rest satisfied with mere opinions or arguments in support of his views. He gave hard, unanswerable facts — facts sustained by the concurrent testimony of the most intelligent and experienced school-teachers and of some of the most able military men in Great Britain.

Mr. Chadwick's theories gave rise, as might be expected, to no little discussion in England. France and Germany, and other European countries, took up the question, and on this continent too, especially among our practical neighbors in the States, Mr. Chadwick's views attracted not a little attention. Here, and there too, but particularly in England, the system was put to the true test, that of actual experiment. And it may be asserted, beyond controversy, that all the discussions which have taken place upon the merits of his system, all the experience of its working, wherever it has been fairly tried, have alike served to establish more and more its infinite superiority over the old *regime*.

* * * * *

We shall proceed to point out some of the evils, so far at least as over mental work is concerned, of the system of education usually followed in our public schools, and we shall then explain the half-time system more in detail, noting the sort of physical

training — military and naval drill — which Mr. Chadwick advocates; and lastly, the enormous benefits to the individual and the nation which may be expected to flow from the general adoption of the new system; under the last head will be described, at some length, the important bearing of the proposed reformation in our school system upon one of the great questions of the day in Canada, — the question, namely, of our national defences.

Present routine of Education at the Schools. — First, then, let us consider briefly the routine of education at present pursued in the majority of our public schools, and examine what are its effects upon the mental and bodily health of those who are subjected to it.

We shall here quote the words of a recent able writer in the States, who has discussed this subject with reference to the school-system of the Union. His remarks, however, are as applicable to the school-system of Canada as to that of the United States:

“Six hours a day, for the most part, is the allotted school-time in this part of the country. Occasionally we find it five, and as often probably seven. The rooms, with some exceptions, are badly warmed and badly ventilated, the thermometer ranging, in winter, from fifty-five to eighty, and the air contaminated by the respiration of one or two hundred pairs of lungs, and the impurities that arise from a leaky, over-heated stove or furnace. The time not devoted to study is occupied in recitations, or exercises that require a considerable degree of mental activity. To accomplish all the tasks, the regular school hours are seldom sufficient, and more or less time must be given to study out of school. It may be a single hour; it may be two, three or four. The time will be determined by the amount of the tasks, by the ambition, capacity, or excessive anxiety of the pupil. With quick-witted children, who have no very strong desire to excel, and those who have neither desire nor capacity to excel, it is short. On the contrary, with the sluggish, but conscientious intellects, with the ambitious who strive for distinction, and the morbidly sensitive and timid, it is long.”

The author from whom I have quoted then gives several examples of the lessons learned in a day in several public schools taken at random, and adds:

"These may be considered as average examples of the amount of work now put upon the youthful brain. They are the first that came to hand, but I have reason to believe that additional statistics of this kind would oftener show a larger than a smaller requirement. They will enable every one to judge for himself with sufficient accuracy, whether the strain to which they subject the mind is or is not, compatible with the highest degree of healthy endurance.

Evening Study. — "In connection with this matter of out-of-school study, it must be considered that much of it is pursued in the evening, often until a late hour, — a practice more pernicious to the health, in youth or adult, than any other description of mental exercise. The brain is in no condition for sleep immediately after such occupation. The mind is swarming with verbs and fractions and triangles, and a tedious hour or two must pass away before it falls into a restless, scarcely refreshing slumber. Jaded and dispirited it enters upon the duties of the day with little of that buoyancy which comes only from 'nature's sweet restorer.'

"Thus it is that in all our cities and populous villages, the tender mind is kept in a state of the highest activity and effort six or eight hours a day for several years in succession, with only such intervals of rest as are furnished by the weekly holiday, and the occasional vacation. Sunday can hardly be admitted among these intervals, for that day has also its special school, with its lessons and rewards. In other words, it is subjected to an amount of task-work which, estimated merely by the time it requires, is greater than what may be considered a proper allowance to a cultivated adult mind." . . .

Physical Evils Experienced. — But, beside these evils to the mental health of children, resulting from the strain upon their mental powers, there is the physical evil resulting from the prolonged and unnatural physical restraint and sedentary confinement of children. We have high authority for stating that the enforced stillness of growing boys or girls in a school-room, however well warmed and ventilated, for five or six hours in the day, is a violation of the primary laws of physiology. The restlessness and inattention of the unfortunate little victims of our modern system, after a few

hours' schooling, their irrepressible eagerness to escape from their restraint, notwithstanding all the artifices of the teacher to interest them, might of themselves warn us that we are doing violence to nature. "The chief question," writes Dr. Schreiber, of Leipsic, is, "how are our children brought up? — is it according to the laws of nature? The answer is no, or we should not see so many children who were rosy and healthy before going to school, become pale and bloodless after attending school." Another writer says: "Nature commands children to play and romp, just as she does young colts and lambs. Pen them up in school, fetter their limbs, shut them out from God's sunshine and vivifying breezes, and what do we make them? Their physical integrity is certainly impaired, but is not their intellectual, nay, is not their moral integrity also affected by their unnatural and artificial system?" In their zeal for the mind, our modern educationists would seem to have altogether lost sight of the body. They forget that for the perfect man we must have the "*mens sana in corpore sano*;" they consider not that intimate "consent between mind and body," by virtue of which the former must suffer, if the latter is neglected.

In our modern system of education, the physical training of children has, for the most part, been left altogether to nature or to accident. The evil effects of the system have, therefore, shown themselves, as might have been anticipated, more among girls than boys; because the former are less likely than the latter to seek for themselves those out-door sports and amusements which counteract, to some extent, the injurious effect of excessive mental labor and bodily confinement.

Proof of the Evil. — But it may be alleged that we have exaggerated the evil effects of our present school-system on the mental and physical health of the children attending school; we may be challenged to produce proof of our assertion. Innumerable instances are adduced of persons who have gone through the ordeal without any appreciable impairment of their mental or bodily health, and hence the inference is somewhat hastily drawn that the system is innocent of the evils which we have laid at its door.

On this point it will suffice to cite the opinion of Dr. Ray, who,

from his well-known ability and large experience in mental diseases, is peculiarly competent to speak with authority upon the subject:

"The manner in which the evil (resulting from excessive mental application in schools) is manifested, is not very uniform, but however various the results, they agree in the one essential element of a disturbed or diminished nervous energy. It rarely comes immediately in the shape of insanity, for that is not a disease of childhood or early youth. It impairs the power of concentrating the faculties, and of mastering difficult problems, every attempt thereat producing confusion and distress. It banishes the hope and buoyancy natural to youth, and puts in their place anxiety, gloom and apprehension. It diminishes the conservative power of the animal economy to such a degree, that attacks of disease, which otherwise would have passed off safely, destroy life almost before danger is anticipated. Every intelligent physician understands that, other things being equal, the chances of recovery are far less in the studious, highly intellectual child than in one of an opposite description. Among the more obvious and immediate effects upon the nervous system, are unaccountable restlessness, disturbed and deficient sleep, loss of appetite, epilepsy, chorea, and especially a kind of irritability and exhaustion, which leads the van of a host of other ills, bodily and mental, that seriously impair the efficiency and comfort of the individual.

"I have said that insanity is rarely an immediate effect of hard study at school. . . . When a person becomes insane, people look around for the cause of his affection, and fix upon the most recent event apparently capable of producing it. *Post hoc propter hoc*, is the common philosophy on such occasions. But if the whole mental history of the patient were clearly unfolded to our view, we should often find, I apprehend, at a much more early period, some agency far more potent in causing the evil, than the misfortune, or the passion, or the bereavement, or the disappointment which attracts the common attention. Among those remoter agencies in the production of mental disease, I doubt if any one, except hereditary defects, is more common at the present time *than excessive application of the mind when young*. The immediate mis-

chief may have seemed slight, or have readily disappeared after a total separation from books and studies, aided, perhaps, by change of scene; but the brain is left in a condition of peculiar impressibility which renders it morbidly sensitive to every adverse influence."

The failure of Clever Boys. — Is it not in consequence of this unduly severe mental toil, together with the absence of proper physical training, that we find that many a boy of high promise, the delight of his parents, the *dux* of his school, is found to "unbecome the promise of his youth" and turn out a very commonplace, if not a dull and heavy man? Is not this the reason why so many intellectual and interesting children are like medlars, rotten before being ripe, and does it not supply us with the true answer to Dr. Johnson's query: "What becomes of all those prodigies?"

First Remedy for the Evil. — Having dwelt so fully upon the grounds upon which Mr. Chadwick, and other educational reformers following in his track, have impeached the modern system of education, it is almost unnecessary to say that the remedies for the evil of which they complain are two-fold.

1st, A reduction to the proper limits of the time set apart in schools for book-instruction; and, 2nd, systematic physical training of the children; including in that training, for the male portion of the school-population, naval or military drill, or both.

The extent to which the time usually devoted in schools to book-instruction may be advantageously reduced in a question of detail which cannot probably be conclusively established until the half-time system has been submitted for a few more years to the test of actual experience. Mr. Chadwick, indeed, asserts and the testimony of the able and intelligent witnesses examined by him, fully bear out the assertion, that the ordinary school hours may be reduced one-half, without in the slightest degree diminishing the amount of book-instruction acquired by the pupil in a given time.

Limit of a pupil's attention. — Without, however, attempting here, to fix with mathematical nicety the precise number of hours during which book-instruction may be profitably carried on in schools, it may, at least, be laid down as an axiom that such instruction ceases to be profitable, and should, therefore, be given up, when the pupil is no longer able to give his entire attention to what is taught.

The instant the pupil becomes fatigued and tired, the instant he loses the power of *bright voluntary attention* (as one of the witnesses aptly calls it), it is time to stop the lesson. Every thing done after that, is either unprofitable or hurtful, or both. If a boy makes an extraordinary effort to keep his attention fixed on the subject before him, when his capacity of voluntary attention is exhausted, the mental effort is injurious; if on the other hand, the boy merely makes believe that he is attending to his lesson when his thoughts are on his marbles or his top, he is acquiring a dishonest *moral* habit, that of pretending to do what he is not doing; a fatal *mental* habit, too likely to cling to him through life, of looking at a book without thinking of what he is reading, a habit of dawdling over work; a habit the very opposite to that which is so invaluable in real life, that of doing earnestly the business of the moment; of thinking of it and nothing else for the time, in obedience to the teaching of the golden maxim, "whatever thy hand findeth to do, do it *with thy might*."

Instruction through the Senses. — This is not the place to enforce the truths, which are now happily beginning to be at least dimly recognized; that children should be made to learn as much as possible by and through their senses, by their own powers of observation: that when it is possible they should be made to study natural objects, the things themselves rather than the signs of things, words: that the senses themselves, as well as the reasoning powers, should be carefully cultivated: and that the right education of our senses, especially of the eye, not only contributes much to our comfort and enjoyment in life, but, in the case of the working classes, adds very materially to their usefulness and efficiency, and consequently to their value as workmen.

Mistaken views of Education. — I cannot, however, refrain from alluding, in passing, to the very narrow and mistaken view which many persons take of education. Physical education they wholly ignore, and of intellectual education they take a very one-sided view. With them intellectual education means nothing more than imparting to the child a certain amount of knowledge, and they gauge the value of education by the quantity of information acquired in a given time. Whereas the aim and object of educa-

tion should be, as the word itself might teach us, to secure the healthy growth and development of the whole man — of all his powers and faculties, physical, moral and intellectual. The value even of the intellectual training which a boy receives at school or college is not to be tested solely or chiefly by the amount of knowledge he has acquired, the number of dates or facts he may have learned; but rather by the mental discipline he has undergone, the mental power and force he has acquired, the intellectual tastes and habits he has formed; not by the information he has stored up, but by his thirst for information, his power of grasping facts, his faculty of judging rightly; not in fact, by what he has done, but what he has the power and the will to do; not by what he is *in esse*, but what he is *in posse*. The mistake to which I have referred, as to the objects of education has led to the "cramming" or forcing system, which is the bane of modern education. We insist that everybody shall know everything. As one of our delightful modern essayists writes: — "We may in sober seriousness apply to the present age the remark which Sydney Smith, in the fulness of his wisdom and his fun, applied to the master of the Pantologies at Cambridge — '*Science is our forte; omniscience is our foible.*'" The advocates for this universal knowledge forget that the mind, as Montaigne says, must be *forged* rather than *furnished* — *fed* rather than *filled*. They forget that of the mental pabulum which we are forced to take at school, none is of any real use to us, but that portion (and it is generally a very homœopathic portion of the whole) which we can digest and assimilate and make, to all intents and purposes, our own. All the rest is useless, or rather it is worse than useless; because it tends to impair the tone and vigor of the mental faculties; just as an excess of bodily food weakens the digestive organs and impairs the physical health generally.

Second remedy for the Evil.—The second remedy for the evils of the present school-system is to be found in a proper course of physical training for the pupil, including in that training (for boys) regular instruction in military or naval drill, or both.

To occupy a portion of the time taken from book-instruction, Mr. Chadwick advocates the introduction of regular military or

naval drill, as affording, under every aspect, the best kind of physical training for the scholars.

Evidence in favor of the plan suggested. — The paper which was submitted by Mr. Chadwick to the Commissioners contains the evidence of a number of intelligent witnesses, principally school-teachers and military men, most of whom speak as to the results produced in schools, where the half-time system, accompanied by military and naval drill, had actually been tried. That evidence Mr. Chadwick triumphantly appeals to as establishing conclusively the great value of military drill, whether regarded with reference to: 1st, the present welfare of the individual pupil; or, 2d, The interests of the nation.

As to the first head he holds that the evidence shows that the new system is attended with the following sanitary, moral, and economical benefits to the individual pupil. We quote Mr. Chadwick's words:

1. *Sanitary.* — That the drill is good (and for defective constitutions requisite) for correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are greatly liked by boys.

2. *Moral.* — That the systematized drill gives an early initiation to all that is implied in the term discipline, viz, duty, order, obedience to command, self-restraint, punctuality and patience.

3. *Economical.* — That it is proved, when properly conducted, by suppling the joints, rendering the action prompt as well as easy, by giving promptitude in concurrent and punctual action with others, to add, at a trifling expense, to the efficiency and productive value of the pupils as laborers, or as foremen, in after life.

Mental gain. — As to mental gain, Mr. Chadwick clearly brings out this point. "A boy," he says, "who has acquired the same amount of knowledge in one-half the time of another boy, must have obtained a proportionately superior habit of *mental activity*."

And this is found practically to be the case; the employers of labor giving the preference to "short-timers" as against "long-timers" wherever they can make the choice.

Influence on the Discipline of Schools.—We have not noticed, hitherto, the influence of the new system upon the *morale* and discipline of schools. On this head there is a singular unanimity among the masters of the schools where the experiment has been tried. They all consider the drill as an invaluable help to them in enforcing the ordinary school discipline. And they ascribe the usefulness of drill in this particular to the habits of order, punctuality, of prompt, unquestioning obedience and of respect for their superiors which the boys necessarily acquire during their lesson in drill. Indeed, several instances are adduced by Mr. Chadwick's witnesses, where the military drill having been, from one cause or another, discontinued in a school, the spirit of insubordination became such that the unhappy master was compelled to reëstablish the drill in order to restore the discipline of the school. It would be difficult to find a better practical commentary on the moral value of the new system.

Gain to the Productive Energy.—The gain to the productive energy of the country, resulting from the drill system, is a subject of which the importance cannot be overrated. Mr. Chadwick discusses this topic in considerable detail, and shows conclusively the immensely superior efficiency of educated labor over uneducated labor, of those educated under his system over those brought up under the old routine. "On the practical testimony" he says "of such men as the distinguished members of this Association, large employers of labor, Mr. W. Fairbairn and Mr. Whitworth, it is established that for ordinary *civil* labor, four partially trained or *drilled* men are as efficient as five who are undrilled. In other words, considering the educated child as an investment made by the State, for a trifling expense of about one pound per head, the productive power of that investment may, by physical training, be augmented by one-fifth for the whole period of working ability. "Some distinguished authorities," he adds, "consider that he understates the gain of productive power when he put it down as one-fifth, and assert that it is practicable to give

to three men by this system the working power of five." Now, what does this mean? It means that we can, by a change of our mode of education, add as much to the productive energies of the nation, as if we had added one-fifth, if not two-fifths, to the number of the working classes, and this "without the expense of educating the additional one-fifth, feeding, clothing, housing them, or administering their public affairs."

In the number of *The Athenæum* for December 31, 1864, there is an interesting account of the results of the "half-time" system in the children's establishment at Limehouse, in England:

"The school is conducted on what is called 'half-time,' a system much recommended, and found to work extremely well. Mr. Moseley, the intelligent and earnest superintendent, gave it as his decided testimony, that the children came to their lesson-books brighter and fresher, and gave more close and efficient attention when they are on half-time. The children are in school on alternate days, half of them being in the school, and the others employed in industrial occupations. The children are not occupied more than eighteen hours in the week in close book-instruction, the other portion of their time being employed in industrial training.

"The addition of physical training is a wonderful improvement in the system of education. The influence of the drill gives the boys self-respect; they became smart, active, clean-limbed, adroit; they acquire the control over their own limbs. Systematized drill gives the boys, early, an initiation into the virtues of duty, order, obedience to command, self-restraint, punctuality, patience, — no small addition to the value of a man's heritage in himself! Cheerfulness and prompt obedience seemed the characteristics of the children, both boys and girls."

GLEANINGS FROM SCHOOL REPORTS.

The approach of Spring brings with it many favors from our attentive friends in the shape of Town, City and State reports. We wish we had room to print all the good things they contain. Instead of going to our shelves this month to books old or new for our customary Gleanings, we have had recourse to the pile

of pamphlets on our table, for which we desire here to make our acknowledgments and return our heartiest thanks. Documents like many of them, drawn up by thoughtful men who are willing to give their labor — a labor often given gratuitously — to the improvement of our school system must be the means of incalculable good in promoting the spread of enlightened notions in the community.

From the report to the City of Springfield, drawn up by that life-long friend of the cause of public education, the Hon. JOSIAH HOOKER, we extract the following:

Instruction in the Schools. — In regard to the matter of instruction, we believe our schools, as a whole, will not suffer in comparison with most of the public schools in the Commonwealth. The usual branches of knowledge are taught in them, and with a degree of success that attests the general faithfulness and ability of the teachers, and the diligent habits of the pupils. Yet there are some points of importance relating to the system of instruction, and the manner of conducting it in our schools, to which we wish briefly to advert, with a view to the inquiry, whether some improvement may not be made in respect to them.

1. Is there sufficient effort always made to explain to children the reasons of what they learn — the "*whys and the wherefores*?" For instance, a pupil may perform on his slate or on the blackboard, day after day, some of the most difficult problems in arithmetic, following implicitly *the rule in the book*, and yet have no idea of the reasons of what he has done — not even of the simple process of subtraction — much less of the more complicated processes in fractions, and the higher branches of arithmetic. In grammar, geography and history, also, the same practice of learning *by rote*, as it is called, too often occurs, and needs to be cautiously guarded against by the teacher.

2. Is the habit of making a practical application of what is learned to the business of life so constant and universal among teachers as it should be? Or, in other words, is there always sufficient pains taken to show clearly to the pupil *how* the knowledge he is acquiring at school can be made directly available to him in daily life — in the pursuits in which he may be called to engage? Illustrations on this point will readily occur to every intelligent teacher.

3. Do the natural sciences, chemistry, natural philosophy, geology, natural history, etc., receive as much attention as their importance demands? A fresh interest has recently been awakened in these pursuits by a revival of them in the High School, and by the establishment here of the new Scientific Association, which is rendering good service in this behalf by discussions, lectures and exploring excursions, and promises to be an efficient and valuable auxiliary to the schools. And this new impulse, it is hoped, may be the means of introducing more generally into our schools these studies, either by regularly organized classes, or by miscellaneous and general exercises. Many of our youth, who are educated in the public schools, complete their course at the Grammar School.

Is it not desirable that before going from the school into the business of life, they should learn something of those general principles of chemistry, philosophy, etc., which explain the common phenomena of nature, and lie at the foundation of the mechanic arts?

4. Would it not also be an advantage of much importance in our schools for teachers more generally and fully to instruct their pupils on subjects relating to civil polity, — embracing particularly the nature of our governments, national and state, — the peculiar organizations of each, and their several departments and mutual relations? In our view, it is important, as far as it is practicable, that these topics should be made the subject of regular study and recitation, especially among the older and more advanced classes of pupils; but when this is not feasible, an earnest teacher will contrive to find occasions when, in the form of oral lectures, and general miscellaneous exercises and discussions, much information may be acquired by the pupils on those subjects which will be of inestimable value to them.

Mr. Hooker's views are corroborated by the Hon. STEPHEN D. POOLE in his excellent report to the City of Lynn; and we ask especial attention to these views of the modifications necessary to render the course of study in our Grammar Schools more practically useful. We think it one of the most important of all subjects at the present time:

"Three-quarters of the boys graduate from the Grammar Schools," said a teacher recently; and statistics would probably more than confirm the truth of the remark. It thus becomes an important question if they are doing for these boys all they should accomplish. There is enough of arithmetic, to be sure, if taught with any success, to enable the most ambitious to perform the computations required by any reasonable or probable accumulation of dollars; but there are other things essential to success in the various pursuits of life, the necessity of which should not be overlooked. To a boy, for instance, who expects to learn a trade, and is to come in daily contact with the material substances of the universe, which he is expected to mould, fashion and apply to useful purpose, the properties of matter, its various relations and modifications, the laws which govern it in motion or at rest, are of more consequence than the rules of arithmetic, which relate mainly to commercial matters, as interest, bank-discount and foreign exchange. The immense amount of time, thought, money, and even inventive genius, which has been expended in the pursuit of that mechanical delusion commonly known as "perpetual motion," has happened from ignorance of a few simple natural laws, neither difficult of comprehension nor requiring long time to master; and as that is the best education which most perfectly fits its subjects for the actual conditions of life, we believe that our system may be materially improved by more thoroughly adapting our Grammar Schools to the wants of those whose opportunities for instruction terminate upon their leaving it. This could be accomplished, in part, at least, by adding to the present

studies the elements of mechanical philosophy, the rudiments of geometry, and so much of book-keeping as will suffice for the purpose of making an intelligible record of any ordinary business transaction. With regard to the latter study, perhaps some attention is incidentally paid to it, though not included in the regular list of studies.

The same view is thus forcibly presented in the report from Amherst:

School days are few, and there are too many things to be learned, to justify any unnecessary delays. Hence our introduction of Natural Philosophy and General Geography, both practical, both interesting studies; and both as much more adapted to the young comprehension, than the abstract examples and rules of Algebra, an established Grammar-School study, as material changes are more readily understood than immaterial. Said a lad of thirteen summers, on entering Natural Philosophy, after a three years' exhausting drill in Robinson's Arithmetic, requiring help at every step, testing the patience of father and mother, and wearing out his own, "Father, it's real interesting, and I can get my lesson all alone now!" The relief which he experienced seemed like entering into new life. The truth is, instead of the natural sciences, popularly treated, belonging peculiarly to the advanced years of the High School, Robinson's Practical Arithmetic, but for the necessities of the case, might well be voted that honor. Besides, not one in ten of the lads in our Grammar Schools, will probably ever see the third year in the High School, where Natural Philosophy is placed. Sending them into the world with an education largely in unpractical theories and formulas, when the little they can get might just as well be of practical utility, is a criminal absurdity."

E. S. PHILBRICK, Esq., in the Brookline report, thus criticises the routine-spirit that infects our school teaching:

The town of Brookline has for some twenty years enjoyed the reputation of having spent as much per pupil on its public schools as any town in the State. It is very natural to infer from this that our schools are among the best, or at least good enough. Yet this is by no means a necessary consequence, and we should soon be left behind in these days of competition, if we relied upon our previously earned reputation for excellence. There has been quite an active competition in this respect, productive of general improvement among the other towns; but we have, perhaps, all fallen into the same errors to some degree. The standard aimed at has been in some cases too artificial, tending to stimulate a precocious development of brain at the expense of physical vigor, particularly in large towns, where the medal system and its consequent hot-bed stimulus of emulation has rather tended to destroy health than to develop a "sound mind in a sound body," and to dwarf the intellect by driving it hard in very narrow ruts, rather than to enlarge and develop it. The best intellectual results can never be obtained in an enfeebled body; for breadth and strength, as well as acuteness, are desirable in all intellectual efforts.

The true test of the success of a school, in our opinion, does not consist so much in the number of pages of history, geography, grammar or chemistry, which can be repeated by rote, as in the number of useful *ideas* which the pupil may have gained. It is clearly of little use in English studies to force the pupil to commit to memory what he does not well understand, when he can be made to understand it, if explained and illustrated orally by the teacher, to the end that the pupil may not repeat the words like a parrot, but be sure to stow away in his brain the new *facts* for his or her use in after life. To be sure, the teacher must exert himself to do this, but it will certainly be a pleasant exertion which awakens thought and interest in the pupil; while the latter can remember the mere *words* with half the labor, if thoroughly understanding their meaning, that would otherwise be required to commit them by rote.

And finally, Superintendent HARRINGTON, of New Bedford, discusses the question, Is our Teaching the best kind of Teaching? in the same spirit; and we shall reserve for future use his searching analysis of our Grammar School course, as we mean also to quote hereafter from the vigorous Medford Report.

The subject of Primary Schools is, we are glad to see, attracting a large share of attention. No class of schools is more important and none in most places so imperatively requires reform. The Hon. JOHN A. GOODWIN thus speaks of them in the report to the City of Lowell:

Our Primary Schools are mostly in excellent condition, except that many of them are becoming too crowded. The teachers are faithful and pains-taking, most of them manifesting a desire to adopt improved methods of teaching. Object-teaching has been introduced by some, and visits have been made by some to the best Primary Schools of Boston, to gather new ideas. Our Primary teachers, as a body, are the most progressive in the city, and are second to none in merit and success.

A great mistake made by public opinion unfavorably affects some of this class of teachers. It is thought that a poorer teacher will answer for a Primary School than for any other. Consequently, some teachers regard their service in these schools as a sort of apprenticeship, and feel that after a fair degree of success there, they may rightfully expect to be transferred to an assistantship in a Grammar School by way of "promotion." This is a grave error. It is vastly easier to find a good teacher for the Grammar School than for the Primary. She who receives the little beginners and beguiles them into the simplest of learning's ways, who helps their feet over the petty obstacles which another teacher of greater attainments might never see, who shares their little sorrows and appreciates their tiny pleasures and ambitions, who teaches them to think, to form habits of order, to acquire self-discipline, and, withal, to love to learn and long to know more, does a work of which the good effect shall be felt by those scholars in all future life. The Grammar and High Schools, and even the

University, labor at a disadvantage with a student whose primary education was perverted or neglected. With a thorough primary training, poor teaching in the grades above is of far less injury. Kirk Boott used to say that in the mills he built in Lowell, he expended more money below the surface of the ground than above it. Without this labor, buried from sight, how many Pemberton Mill disasters might we have had here! So does the good Primary teacher labor—unappreciated and unnoticed by most of the community, and rarely thought of when the scholar graduates from High School or College with honor, but as truly entitled to a share of the credit as was the faithful builder who laid deep the foundation, with perhaps greater care than the architect bestowed on the pilaster and cornice which alone catch the eye of the world and win its admiration.

Our city has avoided the blunder made in some older communities where the primary teacher receives less salary than the subordinate teachers of other grades. Let the public learn to give our Primary Schools their true value, and assign their instructors to the front rank of the educational army, and these teachers and their friends will outgrow the sickly idea, that the successful principal of such a school could be "promoted," if put in a subordinate position in any other school in the land.

Superintendent PHILBRICK gives the following encouraging account of the improvement going on in this department in Boston :

Go with me into a school kept by one of these meritorious teachers. Observe the condition of the room,—its neatness, order and cleanliness; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty, but notice their tidiness, and especially the good condition of their heads and hands; and see their position in their seats,—neither stiff and restrained, nor careless and lounging, but easy and natural. The temperature, you will perceive, is what it should be; and the atmosphere uncommonly wholesome for a school-room,—no children roasting by stoves, or shivering in chilling drafts of air. What skill and care and patience, on the part of the teacher, have been employed to produce this state of things! Now witness the operations going on. The windows are opened more or less, according to the weather. The bell is struck, and the pupils are brought to their feet; they perform some brisk physical exercises with hands and arms, or march to music, or take a lively vocal drill according to Mr. Monroe's instructions. In five minutes the scene changes: the windows are closed, half the pupils take their slates with simultaneous movement, place them in position, and proceed to print, draw or write exactly what has been indicated and illustrated for them as a copy. The rest stand, ranged soldier-like, in a compact line, with book in hand, and take their reading-lesson. Not one is listless or inattentive. Sometimes they read in turn, and sometimes they are called promiscuously, or they are permitted to volunteer; or the teacher reads a sentence or two, and the whole class read in concert after her; or they are allowed to read a paragraph silently. Now a hard

word is spelled by sounds; then there is thrown in a little drill on inflection or emphasis. Many judicious questions are asked about the meaning of what is read, and all needful illustrations and explanations are given with such vivacity and clearness that they are sure to be comprehended by every pupil, and remembered. The time for the lesson quickly glides away, every pupil wishing it would last longer. A stroke upon the bell brings the whole school to "position" in their seats; their slates are examined, and returned to their places; a general exercise on the tablets, or an object-lesson follows. If the latter, perhaps it is on colors, the teacher having prepared for this purpose little square cards worked with bright-hued worsteds, or the children have brought bits of ribbon or colored paper or water-color paints, — very likely some one has brought a glass prism to show the colors of the rainbow. A verse or two of poetry on the rainbow is repeated. Now comes the music. A little girl takes the platform, and, with pointer in hand, conducts the exercise on Mr. Mason's charts. She asks about the staff and notes and bars and clefs. They sing the scale by letters, numbers and syllables, and close with a sweet song. They are next exercised on numbers, not in mere rote repetition of tables, but by combinations with visible objects, — the ball-frame and marks on the black-board, — writing figures on the slates being interspersed with oral instruction. And thus goes on the whole session. You would gladly remain the whole day, such is the order, harmony and cheerfulness of the school. You see that the children are both pleased and instructed; that they are wisely cared for in all respects. Neither body, mind nor heart is neglected. The teacher is happy. She is happy, because she is successful; and she is successful, because her *heart is in her work*. She has the *right disposition*, and this qualification multiplies tenfold all others. This is no fancy sketch, nor is it a flattering picture of some single school. It is only an imperfect outline of what may be seen daily in not a few schools. When I contemplate the excellences of these first-rate schools, I say to myself, All honor to the admirable teachers who have made them such!

The following is from the excellent report of Dr. FREDERIC WINSOR to the town of Winchester:

The Report of last year spoke in strong terms of the importance of Primary Schools, and each succeeding term has made this truth plainer to your Committee; and they are anxious that it should be felt by all their fellow townsmen. It is no more important that the High School should be in good condition than that the Primary Schools should be. In them is formed the child's first impression of school life and study. The bias, the tone, of the first term here may characterize the whole of the child's future. Correct enunciation, promptness, quiet and cheerful obedience, dexterity of hand, even the proper carriage of the person, must, in three cases out of four, be learned in the primary, if in any school. Let the reader consider whether the best qualities of a teacher are not required in such schools, and whether such qualities do not deserve to be *well paid*. Several years ago the accomplished and able lady now at the head of the Boston Training School was induced to leave Oswego, and take an assistant's

place in a Boston Grammar School. After filling her new place awhile, very much to the satisfaction of her employers, she said to the Superintendent, "Sir, I cannot stay in Boston, unless I am promoted." Not understanding whither she could expect to be promoted from the good place she already had, he asked what she desired. "Why, sir," said she, "I prepared myself with great labor to teach, and am fitted for something better than a Grammar School. I want to be promoted to *something of more consequence*, — to a Primary School." And she got her promotion. Her school soon became the admiration of all who knew it, and it was soon felt that she must teach teachers in the Training School. Let it not be supposed that the older grades of schools are less, but that the Primary Schools are more, important in the estimation of the present Committee than the popular voice proclaims.

We might continue these extracts. Nothing is more encouraging than to receive from every quarter these evidences of the care and thought that is being given to the improvement of our public school teaching. [Ed.]

Editor's Department.

Corporal Punishment in Cambridge Schools. — The attention which was drawn in all parts of the country to what was called the "Cambridge Whipping Case," will justify us, we believe, in transferring from the columns of the *Cambridge Chronicle* the following Report and accompanying remarks. The gross exaggerations of the story which went the rounds of the newspapers, the secret history of the excitement which was raised over the case, and the character of the persons chiefly instrumental in raising it, are now pretty well understood by the citizens of Cambridge; but our good city has gained an undesirable and most undeserved reputation in consequence. The schools of Cambridge, we can assure our readers, are not such abodes of tyranny and cruelty as to render necessary a sudden and violent revolution in their government: nor do we think that they will be behind their neighbors in the gradual improvement which will bring about that discontinuance of all severe punishments that is equally the object of all friends of education.

"REPORT.

"The Sub-Committee on Rules and Regulations, to whom was referred an amendment to Article 9, chapter 2 of the Regulations of the Public Schools in the following words: "In the third line, after the words, 'as far as practicable,' shall be inserted this sentence: *Corporal punishment* shall not be inflicted on a female pupil. And in the fifth line, after the words 'corporal punishment' shall be inserted the words: *on a male pupil*,"—beg leave respectfully to report:

"That after giving the subject mature consideration, they are unanimously of opinion that however desirable the entire abolition of corporal punishment in our public schools may appear, or with whatever certainty its gradual disuse may be looked forward to in the future, as the result of the general improvement of our school system, the retention of the power to inflict it by the teachers is absolutely necessary to the success and good order of the schools, as at present organized. In large schools filled with pupils from all classes of society, many of them the children of rude and illiterate parents, there must of necessity sometimes be a resort to a short, sharp and summary method of punishment. The public schools contain a large class of children with whom the first step in improvement must be made through a learning to pay implicit obedience to an authority which they must feel it is in vain for them to resist.

"This authority once established, it is easy to employ higher motives, but until they are made to feel that there is a power over them capable of controlling them, a very large class cannot be made to feel the influence of such motives. The movements of a public school containing several hundred children must be made with almost military precision, or its operations are seriously embarrassed. A single unruly child has it in his power, if able successfully to resist the authority of the teacher, to throw a whole school into confusion. A partial defiance of authority on the part of a few unruly members lowers the discipline of the whole.

"Your Committee are of opinion that to expect from public school teachers the successful conduct of the schools, as at present organized, after the power to inflict corporal punishment had been taken away, would be in the highest degree unreasonable. They are confirmed in this view by the fact, as they believe it to be, that this is the almost unanimous opinion of the best teachers in other places, of teachers who are wise, humane, and kindly, and of some whose schools are of such a character that they seldom or never have to resort to such punishment. Any regulation respecting the practice must be of uniform application, and though in many schools such punishment may be never needed and never even heard of, yet in others it may be of the very highest necessity.

"Your Committee are aware that the example of large schools may be cited which are conducted without resort to corporal punishment. They believe, however, that when these cases are examined, it will either be found that free use is made of the power of expulsion of unruly pupils, thus depriving of the benefits of schooling, the very class of children that need it most; or else, there is great liberty of choice in the selection of pupils for admission, none being received who are likely to require a severe discipline; or that in other cases it will be found that there is a lower standard of discipline and attainment in such schools; or else resort is had to punishments much more objectionable in their character than corporal punishment properly administered. Whether in any part of the country, schools exist where such progress has been made in the art of instruction, and in the abandonment of the absurdities which still belong to our methods of teaching, and our selection of studies as to make school a place of pleasant resort, where none but the mildest discipline is needed, even for the rudest and most ignorant children, your Committee are not advised; but without

expressing any doubt as to the possibility of an approach to such a condition of things in the future, they would state their belief that in our own schools, very great changes of organization and methods must take place before that condition is reached, and that the approach to it is likely to be very gradual.

"Your Committee have thought it advisable to make these remarks on the general subject, as in some degree explanatory of their conclusion in regard to the immediate question referred to them, of the propriety of making a distinction in the discipline of the two sexes. Holding the above stated view in regard to corporal punishment in general, they must express the opinion that to make such discrimination in the Primary Schools, and in the lower classes of the Grammar Schools, would be in the highest degree inexpedient. The little girls in these schools are quite as likely to be naughty as the little boys, and are quite as able to bear the proper infliction of punishment as they. Corporal punishment, as administered in these schools, is nothing very frightful, although, in the minds of some good people, it seems to stand as only something a little less severe than capital punishment itself. Wherever it is administered cruelly or severely, it is an evidence that the teacher is an unsuitable person, who should at once be dismissed from office. But even if it were abolished, a harsh teacher has other methods of indulging in severity, many of them far more objectionable than the very mild form of corporal infliction practised in our schools. There is no remedy for this danger but the vigilance of Committees and Superintendents; but your Committee are happy in being able to state their belief that the citizens of Cambridge may feel great confidence in the present teachers of their well-ordered schools. Punishment at their hands is mercy itself compared with that which many children would receive from brutal or drunken parents if sent from school in disgrace.

"In the case of the pupils of schools and classes of a higher grade than the primary and lower classes of the Grammar Schools, your Committee are of opinion that there is just and reasonable ground for a discrimination, based on the physiological considerations recently so ably put forward by an eminent physician of our own city. Your Committee would not assert that girls of the age in question are not sometimes quite as deserving of punishment as boys, for they believe that they are; but on the grounds referred to, they believe that, as a rule, a punishment which would be suitable to boys, would often not be judicious or safe in the case of girls. Neither would they be understood as implying that in the only mode in which it is ever administered in our public schools, it is wholly unsuitable and unbecoming as a punishment for refractory girls in the higher classes; but only that, on the grounds above referred to, its administration would be accompanied with dangers which do not belong to it when inflicted at an earlier age. Hoping, therefore, that the time will soon come when, through the improvements that are so rapidly introducing themselves into the public school teaching, and especially through the introduction of a better system of organization and a better method of supervision, the whole subject will become one of curiosity rather than of practical importance, and believing, moreover, that the power thus left in the hands of your present faithful teachers, will neither be abused

nor injudiciously exercised, your Committee would submit as a substitute for the proposed amendment, the following addition to Article 9, chapter 2, of the School Regulations :

" The corporal punishment of girls above the age of twelve years is forbidden ; and any girl above such age who shall be guilty of such conduct as, in the judgment of the principal, renders her an unsuitable member of the school, shall be suspended from attendance, and her case shall be immediately reported to the School Committee.

" All which is respectfully submitted.

W. P. ATKINSON.

JOHN APPLETON.

JAMES H. HALL.

Cambridge, Feb. 28, 1867.

This report was accepted, and laid on the table for future consideration.

At a meeting of the Committee, held April 5th, the report was taken from the table, and a question having arisen as to the power of the Committee to report a substitute to the amendment offered for their consideration, Prof. ATKINSON said : — " That he was much less concerned as to the fate of the substitute, than that the subject should be fully discussed by the whole Board. The Committee had offered that amendment in deference to the views of a portion of their fellow-citizens who thought that some change should be made. For his part, he looked upon the excitement that had recently prevailed respecting corporal punishment, rather as an evidence of an uneasy feeling that the schools needed improvement, than as an indication of the right direction in which to begin the reform. He believed there was great room for improvement. There were school-houses in Cambridge which were a disgrace to the city. There were children packed into the attic of such a school-house, old, and built of wood, in such a way that if its narrow staircase were to catch fire (no improbable event), they would all inevitably burn to death. The antiquated arrangements of the Grammar School-houses were on a plan that had been given up a dozen years ago in other cities. The Primary Schools of the city needed careful and vigilant supervision ; and those who were hindering these improvements, by obstructing the election of a competent Superintendent of Schools, were taking upon themselves a heavy responsibility, for which they would hereafter have to answer to their fellow-citizens.

" It was in these directions that he wished to see improvement begun, and not by an outcry about corporal punishment. He did not believe in the punishing of large girls, but even this he was quite prepared to leave to the discretion of teachers. The girl of foreign parentage who was dismissed from school for misconduct, was often sent home to meet a worse punishment at the hands of a brutal parent, or was turned into the street to become a vagabond. He believed in trusting to the discretion of teachers, in helping them by vigilant supervision, and employing only such as could be trusted.

" But though disliking corporal punishment, and believing in its final abolition

he did not believe the time had come when its entire abolition was possible, and he was opposed to taking the power out of the teacher's hands. Let the organization of the schools be so improved, that it will die a natural death. Discrimination by legislation would only create new difficulties, and sudden abolition would only destroy all discipline. He thought the time would come when the citizens of Cambridge would thank the present Board for not yielding to the pressure of temporary excitement."

After some further expression of opinion on the part of members of the Board, it was voted to postpone indefinitely the whole subject; but a statement having been made that a member, who was absent, wished an opportunity to debate the question, the vote was reconsidered, and the report was again laid on the table, to be taken up at the next meeting.

Since the above report was published, we have received from our valued correspondent, EDWARD SHIPPEN, Esq., President of the Philadelphia School Board, a paper drawn up by one of the Grammar Masters of that city, and describing the experience of a school conducted entirely without resort to corporal punishment. This paper we have obtained permission to print in our next number. Such experiences are by no means confined to Philadelphia, but can be paralleled by those of many good Grammar Schools in Massachusetts. Nor do they militate at all against the views expressed above. We look forward to the time when they will be the universal experience; but we cannot think that that time will be hastened by any premature or precipitate interference with present organization. The universal prevalence of such discipline over a severer one must be the slow result of many changes and improvements: it cannot be brought about by the vote of an excited caucus, or by a senseless outcry against the schools as they are. The schools are as good as the community will allow them to be. They will become better just so soon as the community are willing to take up their reform *at the right end*.

We hope we need not say that we are in favor of weeding out of the profession, by the most summary process, all brutal or tyrannical teachers, and of inflicting condign punishment upon any teacher who is guilty of wanton cruelty to a child. But the occasional occurrence of a case of cruel punishment is no more conclusive against the general character of the great body of teachers than is the occasional appearance of a forger or a thief among them. Unhappily all professions contain unworthy members. Nor would the taking away of the power to inflict corporal punishment be any safeguard against the tyranny or cruelty of such unworthy teachers.

Corporal punishment is forbidden in German schools. Yet a competent eyewitness, the Rev. Wm. L. Gage, speaks of them as follows: "If, in an American school, with our newspapers argus-eyed to see everything and report it to the world, the violence which takes place in a German school should occur, it would create such deep feeling in the community that nothing short of the removal of teachers would quiet it. Of course, before the visitor, this violence is not appa-

rent. Yet I have seen a boy struck with a clenched fist on the side of the head with benumbing force; and I know that the teachers kick the boys and strike the head and snap the nose and pinch the back of the neck in a brutal manner. If German schools are of such superior excellence, it is gained, not by the help, but in spite of a system of such gross and injurious punishments, as are not only hurtful to the health, but to the character of pupils and teachers. Well-considered, faithful punishings on the hand are not in vogue here; only passionate outbreaks of violence, which generally accomplish their object by blows on the side of the head."

There is *no* safeguard against such conduct but a vigilant superintendence and such an improvement in management and methods of teaching as will render severity unnecessary. Strictness of discipline is a *necessity* as an element in the present organization of schools. Whether that organization is what it should be is quite another question. But that the great body of our teachers lag behind every other class of their fellow-citizens in the qualities of kindness, justice, humanity and conscientious devotion to duty, is what — we speak from some acquaintance with teachers — we are wholly unable to believe.

Corporal Punishment in Ohio. — A "Parent" in the Zanesville (O.) *Courier* gives some of the results of the non-whipping system of the School Board in that place: 1. The order and scholarship have deteriorated more than twenty-five per cent under the Board's new-fangled experiment — so say a large majority of the teachers, and so say a majority of the parents. 2. It has caused a considerable number of children to be turned out of the school. Those children mostly belong to the class for whom "free schools" were created. Any boy who prefers playing in the streets to going to school, has only to take advantage of this beautiful "rule," and get dismissed from the school. One of our old and honorable citizens informs me that his business for many years has required him almost daily to meet the pupils of one of the ward schools as they leave the school-room, noons and evenings, and that until within a few months past he was never treated uncivilly by them. They have now become so impudent and so rude to him that he avoids as much as possible meeting them. A few days since he threatened to report them to their teachers for their rudeness, and was answered by "D—n the teachers: they don't dare to touch us."

The Public Schools of New York City. — *The Nation*, for March 7, has an instructive exposé of the character and doings of the New York Board of Education, showing very conclusively that the rascality which rules that city has invaded its educational affairs as it has every other department of its government.

Some attempts have been made, in the debate on corporal punishment which has been going on of late, to make use of New York evidence. Of the value of

such evidence our readers can judge from the following: "The smaller Grammar Schools are generally worse than useless. The principals and teachers dare not exercise a proper control over their pupils, fearing they may leave the school (which they do not hesitate to threaten on occasion), and thus lessen the average attendance, on which the salaries are paid. In many of them, the pupils are sent after absentees, to beg them 'just to come up and report,' so that they can be counted. A large portion of their yearly attendance is made up in this way. All sorts of bribes are used to induce children to come, besides letting them out early, etc. The children are retarded in their studies to retain them in the school; and, in many, the same children have filled the higher classes for years." . . . "The school officers, like all other municipal officers elected by the people, have been constantly descending in the scale. Some of the trustees can hardly write their name in the visitors' book, some murder the people's English, and have not even a conception of grammar, *while some have even been seen drunk in the schools.* One principal stated, that he was more sure of his position by patronizing the grogeries of his officers, (all of whom, but one, were in the liquor business), than by attending to his school. The teachers appointed by these men have about the same social standing, and, not unfrequently, the teachers prefer men for officers who cannot criticize their acquirements." Surely this is a very shameful state of things, and one which we trust cannot be paralleled in any other city in the Northern States. We ought to add, however, that we believe that some of the New York public schools are really excellent.

The District System.—The town of Haverhill, according to its last annual Report, has fifteen schools exclusive of its High School. Eleven of these have had, during the past year, an average attendance of *nineteen* pupils (the lowest being *eight*), and four an average attendance of forty. The Winchester Committee, on the other hand, speak of their agreeable surprise at finding every quarter of the town so promptly appreciating the advantages of a new Central Grammar School, and that instead of two or three years being required to demonstrate its advantages, pupils began to come immediately from the remotest districts.

American Women.—"What do you say, now, to our ladies?" said to me a bluff Yankee, as we sat last night under the verandah, here in the hotel at Saratoga. "Charming," of course I answered, "pale, delicate, bewitching; dashing, too, and radiant." "Hoo!" cried he, putting up his hands, "they are just not worth a d—n. They can't walk, they can't ride, they can't nurse." "Ah, you have no wife," said I, in a soothing tone. "A wife!" he shouted; "I should kill her." "With kindness?" "Ugh!" he answered, "with a poker. Look at these chits here, dawdling by the fountain. What are they doing now; what have they done all day? Fed and dressed. They have changed their clothes three times, and had their hair washed, combed and curled three times. That is their life. Have they been out for a walk, for a ride? Have they read a book,

have they sewed a seam? Not a bit of it. How do your ladies spend their time? They put on good boots, tuck up their skirts, and hark away through the country lanes. I was in Hampshire once; my host was a duke; his wife was out before breakfast with clogs on her feet and roses on her cheeks; she rode to the hunt; she walked to the copse; a ditch would not frighten her; a hedge would not turn her back. Why, our women, poor pale —." "Come," I said, "they are very lovely." "Ugh!" said the saucy fellow, "they have no bone, no fibre, no juice; they have only nerves; but what can you expect? They eat pearlash for bread; they drink ice-water for wine; they wear tight stays, thin shoes, and barrel skirts. Such things are not fit to live; and, thank God, in a hundred years, not one of their descendants will be left alive." — *Dixon's New America*.

A School-house on Fire. — [The following suggestions are from the report of Col. CHENOWETH, Superintendent of Schools for the City of Worcester.]

Not long since, a teacher in one of our larger schools was asked what she would do in case of a sudden alarm of fire in the building. She answered that she would run, and tell the children to do the same. As this report will be read by the greater part of the teachers in the city, it may not be deemed irrelevant to make a few suggestions on this point. In our large school-houses the outside doors all swing inward, and if an alarm should occur, unless the teachers should take precautionary measures against it, a sudden rush of the pupils would render it impossible to open them, and thus a calamity might be caused, the very thought of which will thrill the heart of every parent with terror. For this reason it would perhaps be advisable for each teacher to give her pupils some instruction occasionally on the proper manner of procedure in such a case. When about to dismiss them for recess, let her say, "Now scholars, we will suppose this building to be on fire," and then give them to understand that she wishes them to remember for their own good what is to be done in such a case. Let her instantly send two of her largest, trustiest boys down to the outside door with instructions to open it and *hold it open*; let the children rapidly form in double ranks, the girls in front, and quickly begin to descend the stairs; then if there be a story above, let the teacher, with two or three of her stoutest boys, place herself at the foot of the upper stairway to keep the rush of children back from above, until her own little flock has successfully filed out of her room and is on the way down, — then she may follow. In a practice or drill of this kind, all the teachers in a building should act in concert; and if several teachers should happen to send boys to the door to open and guard it, the largest should perform the duty, and the others should immediately pass out. It should be understood that where one school has commenced descending a flight of stairs, that school is entitled to the way until it has passed. No column must be allowed to break into or through another already upon the stairs. Finally, the children must be instructed not to stop and look back as soon as they are out of the building, but they must hurry away from the door so as not to obstruct the rapid egress of those coming behind.

PRACTICAL EXERCISES.

[*Examination Questions. High Schools; Cleveland, Ohio, 1867.*]

HOUSEHOLD SCIENCE.

1. Why are unequal quantities of heat received from the sun at different places?
2. What is the character of people in cold countries? In hot? In temperate?
3. What relation is there between cold nights and heavy dews?
4. How do charcoal, mineral coal and dry wood compare in heating power?
5. Explain the draft of chimneys.
6. How does breathing bad air load the blood with impurities?
7. What is said of ventilation by hot air arrangements?
8. Why is the art of cooking necessary?
9. What objections have been urged against fermented bread?
10. What is said of the different methods of cooking potatoes?
11. Describe the best method of cooking meat?
12. What is said of the size of the piece of meat as modifying its quality?
13. What is the length of time required for churning milk or cream?
14. What is the composition of tea?
15. State the proper mode of roasting coffee.
16. What are the qualities of good chocolate?
17. How is it shown that air excites the decay of articles of food?
18. What does Prof. Liebig say of preserving vegetables and fruits in air-tight cans?
19. How does salt act in preserving meat?
20. How may eggs be preserved in good condition?

PHYSIOLOGY.

1. What is the difference between Anatomy and Physiology?
2. Give a summary of the processes of digestion.
3. Mention three reasons why eating too fast is injurious to health.
4. Name the organs by which the circulation of blood is carried on; and mention the relation which the heart sustains to the other parts of the circulating apparatus.
5. Mention facts showing the amount of work which the heart performs.
6. What objects are effected by respiration?
7. By what process is the heat of the body maintained?
8. Name the three parts into which the nervous system is divided.
9. Why is the system of nerves called the *cerebro-spinal* system?
10. Of what use in the body are bones?
11. How many bones are there in the head, and of them how many belong to the face?
12. What is the use of so many bones in the foot?

13. What is the cause of wry-neck and of squinting?
 14. How is a smile produced, and how sadness expressed by the countenance?
 15. What is the chief cause of "throat disease" in public speakers?
 16. From what two sources are the rules of hygiene to be learned?
 17. What rules should be observed in the use of cold bathing?
 18. What is said of the necessity of seasons of rest for the brain?
 19. What is said of the emanations of filth as producing disease?
 20. Should cholera visit Cleveland, what course should you pursue to escape an attack?
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National Educational Associations. — The proceedings of the National Teachers' Association, National Association of School Superintendents, and American Normal School Association, at their annual sessions in Indianapolis, August 1866, together with the lectures and papers, are published in one volume of more than one hundred and fifty pages, and now ready for delivery. Send orders enclosing fifty-five cents for each copy to James Cruikshank, Treasurer N. T. A., Brooklyn, N. Y. Volumes of proceedings for former years, fifty cents each. Set of seven, two dollars and fifty cents.

MEETING AT THE EDUCATIONAL ROOM.

Mr. BROWN, of Boston (Bowdoin School), in the Chair. Mr. WARD, of Dorchester, was chosen to preside over the next meeting.

The subject for discussion was Graded Schools.

The debate was opened by the CHAIRMAN who remarked that the subject was open to discussion only in certain directions. The necessity of having schools graded, is universally acknowledged. In fact, our whole school system is based upon the idea of gradation. If any of us were called to take charge of a school where it did not exist, our first step would be to introduce it. Without this, in fact, we should expect but very limited success. The chief point which needs discussion was, he thought, that of limitation. Is there a point beyond which the beneficial effects of grading cease; and, if so, what is it? The subject is invested at this time with a peculiar interest in Boston. The schools here have gone on expanding till several of them contain upwards of one thousand scholars. He had often heard it remarked, as one of the results of our system, that scholars were found in the master's class who were not more than thirteen years of age, while in the lower classes of the same school were found those much older. This is not a normal condition. Out of so large a number, enough capable ones can always be culled to fill the first class, and that number could bear but a small proportion to the number who passed through the school. If the schools were smaller, a greater proportion could, of course, receive the benefits of the master's instruction. It was often said also by masters, that, when they had fewer pupils, the pupils graduated younger. The boys in their classes now were older, but not more advanced. Now it is certainly better for a boy to graduate, and go to the High School, provided he be well fitted, at fourteen than later. By waiting

longer he is apt to become discouraged, and often loses the advantage of attending the High School altogether. Would not a reduction of the size of our schools tend to remedy these evils; and, if so, to what extent should it be carried? There certainly must be a limit somewhere. We have, on the whole, in Boston, a homogeneous population. Our scholars have nearly all had the advantage of attending the Primary Schools, and thus some degree of uniformity of attainment is secured before they enter the Grammar School. From fifty to sixty seems to be recognized, by general sentiment, as a sufficient number for one teacher. If so, he considered that twelve divisions were enough, and that ten would do. Suppose we have ten classes, and that the scholars stay six months in each. They would then get through in five years. If, however, there were fourteen, as in some of our schools, they must wait longer before graduating, and yet be no further advanced. He thought, on the whole, that five or six hundred was as many as could be managed to the best advantage. If we have more than this, the master's influence is proportionally curtailed. Another interesting question is, Should a class be taught in one or two divisions? And also, Should the pupils be of the same or of different degrees of attainment? He should say that the more a teacher could give his attention to the whole class simultaneously, the better. This he cannot do to any extent, if the scholars are not of the same grade. The proper number for Primary Schools is also a matter worthy of careful consideration. He sometimes questioned whether the steps of gradation in these schools were not too fine. If there were three divisions, instead of six, there would be fewer changes of teachers. The pupils would remain twice as long with each one. This, he considered, would be a great advantage.

Mr. PAYSON, of Chelsea, said that certain advantages would doubtless result from having all the scholars in one room in the same class. He thought, however, that they would be more than balanced by the disadvantages. With such an arrangement, there could be no study except at the expense of the teacher's time. If, however, there are two divisions, one may study while the other recites. There were, he thought, serious objections to having six divisions in Primary Schools. The frequent change of teachers, which such a plan involved, was, in his opinion, a great evil. The longer a child can be kept with one teacher, the better. The proper number of divisions for a Grammar School depends much upon the class of scholars of which it is composed, as in one class a far greater number remain to graduate than in another. In some schools, many of the children leave while in the lower divisions. If, therefore, these divisions promote into the same number of higher ones, the latter will not be full, and the difficulty will, of course, increase as we go higher. A school is of the right size when the master's class is, by regular promotion, kept exactly full. This end was very nearly attained in his own school by having one division less in each grade.

Mr. PAGE, of Boston, (Dwight School), said that the schools of Boston were, in his opinion, too large. To carry out the graded system to perfection, five or six hundred pupils were, he thought, enough. As soon as we have more than this, difficulties arise.

Mr. PHILBRICK, of Boston, (Superintendent of Schools,) said that we of Massa-

chusetts had been so intently engaged in introducing the graded system, that we had had no time to consider what were its proper limitations. Every system has its evils. The graded system most certainly has. In our hurry to establish it, however, we have hardly thought of this. To secure the highest efficiency in any system we must be continually applying remedies. He thought that the whole system needed overhauling. In Boston we have gone on expanding our schools till it is very generally felt that they are getting to be unwieldy. The question now is, What is the proper size? He wanted to have the question discussed from every point of view. The term "graded" is borrowed from the civil engineer. The word had, however, with him different significations. As applied to a canal, it meant the creation of a series of levels, while as applied to a railroad, it signified a continuous ascent. He thought that in our schools, the former meaning was too often sought to be applied. There was too much effort made to bring all the members of the same class to a perfect level. This can never be done, and should not, therefore, be attempted. There always *will*, and always *should*, be a top and a bottom to each class. Teachers, however, undergo a great amount of useless labor in trying to bring the fifty scholars — which seems to have been tacitly agreed upon as their proper number — to precisely the same point of attainment. The fault often lies, however, partly with the Committee, who sometimes require it. An idea often prevails in graded schools, that each teacher must devote his whole attention to that portion of the text-book which is specially allotted to him. They are, consequently, often fearful of doing a portion of the next teacher's work. This is beneficial in so far as it makes each teacher an overseer of the next one. It is, however, wrong in principle. Each teacher should both anticipate and review. The existence of the feeling just referred to is shown in the arrangement of many of our text-books; especially in those used in our Primary Schools. We have there two or three books treating only of the merest rudiments, and the Primary teacher is not expected to teach anything beyond this. He would rather have a regular gradation, embracing the more important points generally reserved for the lower Grammar Schools. Scholars would then leave the primary schools far better prepared to take hold of their work in the next grade intelligently. It has been urged as an objection to our method of classification in Primary Schools, that it necessitates frequent changes of teachers. He did not regard this as so serious an evil as had been represented. By frequent changes, a scholar has the advantage of being taught by different methods, and from different standpoints. This advantage far more than balanced, in his opinion, any evils resulting from a change. It is said that a teacher requires time in which to become acquainted with the different characters and dispositions of his pupils. For his part, he thought that any intelligent teacher could find out all he need know in a very short time. The great defect in the school system of Massachusetts is a want of proper supervision. In this respect Cincinnati is leagues ahead of us. In other respects, however, he considered that the schools of Boston were superior to those of Cincinnati. It was provided in the school regulations of the latter place, that one hour for every two hundred pupils should be given daily, by the Principal, to

supervision; and that the latter should not have charge of any one class. In reply to a question about the schools of New York City, where there is no district system, Mr. Philbrick said that the primary schools of New York presented a fine spectacle, and that was the most that could be said of them. The effect of having no district limits was to drive the better class of children from the public school altogether. In fact, they were not desirable places for good children. It was, he thought, far better that the class composing each school should be as far as possible homogeneous. He would rather have the schools more widely scattered than more concentrated. If teachers could travel more, they would get many valuable ideas. Each system has its own peculiar excellences. Those of New York, Cincinnati, Chicago and Boston best deserved to be studied.*

Mr. BROWN spoke of the wonderful improvement that he had noticed of late years in our Primary Schools.

Mr. WALTON, of Lawrence, spoke in favor of having two divisions in each room. In his own school, those teachers who had but one did not accomplish as much as those who had two. These last were able to give more individual attention to pupils. He thought also, that, where there were separate divisions, both were more industrious than if they were united. In the latter case, too, the teacher often became deeply interested in a recitation; and, having all the scholars before him, was apt to continue it at the expense of other matters equally important. If, however, he had two divisions, he would be less likely to commit such an error, as he would thereby leave half of his scholars unemployed. Different systems require different management. In New York, each room has but one division, but the teacher is required to teach all the time. Whatever studying is done at all is done out of school. No lessons are assigned till scholars arrive at the higher grades. The labor is therefore greater for the teacher, but less for the scholars. There was consequently more *teaching*, but less study, than with us. The tendency in Boston was, he thought, too much to task-work. As to the proper number for each teacher, it should be determined by the average capability of teachers. Some can successfully manage fifty. These, however, he thought were exceptional cases. He would set the average number much lower than that.

Mr. HAGAR, of Salem (Principal of State Normal School), said that experience was worth far more than theory. In his opinion, it was far better, both for teacher and pupils, to have two classes of different grades in each room. Where there is only one, the teacher is more apt to judge them severely. If he had a lower and a higher one, he would have a standard of comparison for each, which would often temper his judgment. Where there is but one division, the scholars often become discouraged, when, if they had before them a division inferior to them in attainment, they would not. It was also beneficial to have two divisions

* For a clear and very valuable discussion of the important questions respecting the proper size and arrangement of Grammar Schools, we refer our readers to Mr. Philbrick's twelfth semi-annual report. — [ED.]

for the influence of the higher upon the lower. The scholars of the latter look up to those of the former, as having gone over the ground upon which they are about to enter, and are stimulated by their success. There would be also less monotony. By changing often from one division to the other, and from one topic to another, the teacher will get less weary, and more work will be done.

Mr. DANIELL, of Milton, asked if it were not a natural result of the present system of grading in Boston, that the master's class would be composed entirely of the most intelligent scholars out of a very large number; and consequently a large number of scholars who were equally deserving, but less liberally endowed by nature, be deprived entirely of the benefit of the master's teaching. If this were so, it was certainly a powerful argument for reduction in the whole number of pupils, as, if there were fewer scholars, the proportion in the first class would be correspondingly greater.

Mr. PHILBRICK said that the danger alluded to doubtless existed to some degree. He would not have intelligence the only qualification for promotion. In referring to the remarks of Mr. Walton, in regard to the New York schools, he said that, although the scholars were in one division, the number in one room was much smaller than with us. His impression was, that its maximum did not exceed thirty. An interesting question arose as to how they should be seated. In New York they were seated close together on settees. This was better for teaching. There was much in the sympathy of numbers. Isolate a little scholar, and he immediately longs for companions. He liked frequent changes of position among young children. He would have part stand, and part sit. He would have them recite much simultaneously. If we had them answer only in turn, those not answering soon became weary. He cordially agreed with Mr. Hagar in his idea of the effect that divisions of different grades have upon each other. Many years ago it was the custom in the Boston Latin School to put the lowest class for a while into the master's room, and the effect of this was excellent.

Mr. BROWN, referring to what had been said about the manner of teaching in the schools of New York, said that he protested, and wished to be put upon record as protesting, against the modern idea that good teaching consisted mainly in lecturing. In his opinion, severe study, and that alone, would produce well-developed minds; and mental development should be the main object of education. By a regulation of the Boston School Committee, the studying in the girls' schools must be done wholly in the school-room. He thought it often beneficial to study alone. He disliked the system, sometimes pursued, of learning lessons in one half-hour, and reciting them in the next. The result of this was apt to be, that they are forgotten in the next. The mind, like the body, must have time to digest its food. He thought that it was often very important to learn the text of the book; and did not sympathize with the notion, now so common, that a scholar should get *only* ideas. He had always regretted that he had not learned more of the words of others.

Mr. LITTLEFIELD, of Somerville, said that the discussion, so far as it related to the comparative merits of having one or two divisions in a room, applied particularly to the schools of Boston. For his own part, he was glad to be able to

get all the scholars in each of his rooms into three divisions. Nor did he believe that such a division was without its advantages. He believed in having scholars of widely different attainments together in the same room. It created emulation. When young, he had learned a great deal by listening to the recitations of the older scholars.

Mr. PHILBRICK did not wish to be understood as saying, that he considered it *essential* to have two divisions. There is a great difference in teachers, in this respect; some accomplishing more with two, others with one division. In the English High School, there is but one class of forty boys in a room, and they have but three recitations a day. They study and recite in alternate hours. The time while they are studying is employed by the teacher in examining.

Mr. PUTNAM, of Boston (Franklin School), thought that the tendency spoken of by Mr. Daniell existed to some degree. It was, however, not a necessary result. The promotion should be, in his opinion, of those who need it most. He had followed this plan in his own school, and had promoted many who, in point of mere attainment, would not have been entitled to it.

Mr. HAGAR said that some teachers could doubtless teach and control a class of fifty scholars. He thought, however, that they were comparatively few, and that twenty-five or thirty would be a better number. It is important that the attention of every scholar should be secured. Those who are lowest in the class are the very ones who, if not specially looked after, pay least attention, and get the least instruction. This is, in a degree, remedied by having a smaller number, as the teacher can then give more personal attention. He liked to have scholars during recitations, compactly placed in front of the teacher. If they are so, and the number is small, it is far easier for the teacher to make sure that every scholar thoroughly comprehends the point under consideration. This difference is felt even in the Normal School. He agreed, to some extent, with the remarks of Mr. Brown in regard to lecturing. He would say, "Do not tell a scholar what he can find out for himself." One idea that the pupil digs out unaided is better than a dozen which are given him by the teacher, because he strengthens thus his intellectual faculties. A teacher should not explain lessons beforehand; for he thus smooths over all its difficulties, and leaves the scholar nothing on which to exercise his mental powers. He believed in using textbooks, because it is from them that we must get our information in after life, and we should therefore learn how to use them.

At the request of members of the Massachusetts Teachers' Association, the Secretary would state, that these meetings are held on the first and third Saturdays of each month, and are open to all persons interested in education. Teachers from out of town are therefore cordially invited to be present, and take part in the discussions.

GEO. K. DANIELL, Jr., *Secretary.*

BOOK NOTICES.

A MANUAL OF ELEMENTARY LOGIC. By Lyman H. Atwater, Professor of Mental and Moral Philosophy in the College of New Jersey. Philadelphia: J. B. Lippincott & Co. 12mo, pp. 244.

We were delighted the other day to find that views which we had long held in regard to the great value of formal logic, both as a disciplinary and a practically useful study, were supported by so eminent a thinker as Mr. John Stuart Mill. The passage on the subject in his recent admirable Inaugural Address is well worth reading. We do not believe that it is a study which should be reserved exclusively for the college course. Along with the philosophical study of grammar, from which it cannot be separated, it should be a high-school study: and if we had our way, we would reserve everything of grammar but the merest rudiments, to be studied along with the elements of logic and rhetoric in the High School. Grammar, studied out of time and out of place, is a stupid and "dementizing" study, while in its proper connection, with logic and mental philosophy, it would be of the utmost value.

Prof. Atwater has made a clear and concise outline of Formal Logic, drawing his materials from the best sources, and especially from Bishop Thompson's excellent "Outlines of the Laws of Thought." The publishers have made it a very handsome little volume, and we wish that some of our high-school teachers would try their hand at putting a class through it and send us an account of the result.

A COMPLETE MANUAL OF ENGLISH LITERATURE. By Thomas B. Shaw, M. A. Edited, with Notes and Illustrations, by William Smith, LL. D., with a Sketch of American Literature, by Henry T. Tuckerman. New York: Sheldon & Co, 12mo, pp. 540.

Outlines of English Literature must of necessity be meagre. Mr. Shaw's has long been known as one of the best, and the present issue is almost a new book, and seems very complete and convenient. The study of such books can never take the place of that reading of the authors themselves, which is the only means of understanding their spirit; but they have a useful part to perform, and we recommend this to the attention of our readers as the most comprehensive and convenient that we know of. It is well written, has a good index, and is a very handy book of reference for the study table.

THE LIFE AND WORKS OF GOTTHOLD EPHRAIM LESSING, from the German of Adolf Stahr, by E. P. Evans, Ph. D., Professor of Modern Languages and Literature in the University of Michigan. Boston: W. V. Spencer. 2 vols., 12mo.

These two elegant volumes give an account of the life of a man whom no student of German literature, or of the progress of European thought, can afford to be ignorant of. One of our best German scholars, the Rev. Dr. Hedge, in his *Specimens of German Prose Writers*, says, "German literature is indebted to Lessing as to scarcely any other name in its annals. He has been to it what Luther was to the language, — the father of a new era and order of things. One of the greatest philosophical critics that Germany ever produced, "he wrought even more powerfully by his character and example as the fearless advocate of

truth, and the uncompromising enemy of all narrowness and false enlightenment and pretence, of all half culture and half truth." His *Laocoon*, or the Limits of Painting and Poetry is the masterpiece of German criticism, while his *Emilia Galotti* and his *Nathan the Wise* are in their way equally celebrated. He was one of the wittiest as well as one of the most truth-loving of men; and, what is rare in Germany, he wrote an admirable style. Few writers have had so powerful an influence on German thought, and we hope that these beautiful volumes will make him known to a wider circle of readers in this country.

THRILLING ADVENTURES OF DANIEL ELLIS, THE GREAT UNION GUIDE OF EAST TENNESSEE. With Illustrations. New York: Harper & Bros. 12mo, pp. 430.

Mr. Daniel Ellis, after telling us that he has had but few advantages of education, very foolishly thinks it necessary to quote scraps of poetry and talk about Euripides and Alexander the Great. He has, however, adventures to tell, in guiding persecuted Union men through the Tennessee Mountains, and his book is worth reading,—only it is a thousand pities that he could not have told them in a natural and simple style.

SCHOOLDAY DIALOGUES. Compiled by Alexander Clark, A. M. Philadelphia: J. W. Daughaday & Co. 12mo, pp. 352.

THE AMERICAN SCHOOL DIALOGUE BOOK, No. 1. New York: J. W. Schermerhorn & Co. 12mo, pamphlet, pp. 64.

There are books which would not be so good if they were better, if we may be indulged in such a Hibernianism. We mean that they do peculiar service by very virtue of their being mediocre performances, which they would fail to perform if they were any better than they are. Thus, such poems as Pollok's *Course of Time*, and the lucubrations of Mr. Martin Tupper, or of the Country Parson, enjoy their great popularity because they are not too much above the level of their million readers. We have lately seen the account of a paper devoted to the publication of stories which acquired an immense circulation simply by printing *everything* that was sent to it. Nothing was too flat or feeble or silly for its columns. In an evil hour its publisher engaged an editor of some literary taste, who began to select, when the circulation immediately began to fall off, and was only brought back by the dismissal of the too critical editor. We could wish that our school-children could enjoy something a little better than these Dialogues; but we do not doubt they will be welcome in many quarters, and do good service where better material would not be appreciated. Their contents, so far as we have examined them, seem harmless enough, but there is certainly not much wit or wisdom in them. We should think that tolerably bright children would greatly prefer funny dialogues from Dickens, or scenes from good dramas.

A NEW AND PRACTICAL SYSTEM OF THE CULTURE OF VOICE AND ACTION, AND A COMPLETE ANALYSIS OF THE HUMAN PASSIONS: with an Appendix of Readings and Recitations, by J. E. Frobisher. New York: Ivison, Phinney, Blakeman & Co. 12mo, pp. 264.

This book has a pretentious title-page, and its "complete analysis of the pas-

sions" does not amount to much. But its hints on the culture of the voice, and on practical elocution, based mainly on the admirable standard old work of Dr. Rush, are very good. No one can well overestimate the importance of proper vocal gymnastics for the full development of the vocal organs. In regard to reading, we are glad to see such directions as these in the book of a professed elocutionist: — "Pay no attention to the voice in public, but dwell intently on the sense, trusting all the rest to nature and prior practice for tones, emphasis, and inflections. He who understands and fully feels, who earnestly occupies his mind with the matter, and is exclusively absorbed with the feeling will be likely to communicate the same impression to his hearers. But this cannot be the case if he is occupied with the thought of what their opinion will be of his reading, and how his voice ought to be regulated." One half of the volume is occupied with selections for reading.

THE HAND-BOOK OF HISTORY AND CHRONOLOGY. Embracing Modern History, both European and American, for the 16th, 17th, 18th and 19th Centuries. For Students of History, and adapted to accompany the Map of Time. By the Rev. John M. Gregory, LL.D., Regent of Illinois Industrial University. Chicago: Adams, Blackmer & Lyon. New York: A. S. Barnes & Co. 12mo, pp. 175.

We like the plan of this book. It does not attempt the task in which all compilers fail, because it is an impossible one, of compressing the history of the world into one readable volume, but professes to be nothing more than a skeleton outline, which is to acquire flesh and blood and life from the perusal of the passages referred to in the various standard histories, of which a list is given in the Introduction. The idea is an excellent one, but presupposes the possession of a small library, a necessary appendage of which most of our High Schools are shamefully destitute. The book is composed of brief paragraphs giving the leading events with their dates, and a reference to the volume and page of some history where a full account may be obtained. Thus:

1748. The Peace of Aix-la-Chapelle restored quiet to Europe, after immense expenditures of life and treasure, and immense additions to the national debt. *Bancroft, Vol. 3, p. 466.*

The list of historical works thus referred to contains thirty titles and eighty-two volumes, besides Appleton's New American Cyclopædia. We should take exception to some of the titles. We see no use in referring to so costly and uncommon a work as the Pictorial History of England, — Knight's is much better. Nor would we use any of the works of that book-manufacturer, the Rev. J. S. C. Abbott. Dyer's Modern Europe, when reprinted, will be better than the antiquated Russell. But Bancroft, Irving, Macaulay, Prescott, Motley, etc., are all good and all accessible, and a well-read teacher can make an interleaved copy to suit his own wants. The book will be a very useful one to private students as well as to schools. Maps of Time are well enough, and it is still better to make pupils construct charts and tables for themselves, but they should be simple. Chronology, instead of being one of the eyes of history, is often made, by stupid teachers, to *put out* the eyes of history.

HISTORY OF THE UNITED STATES OF AMERICA; for the use of Schools, by Charles A. Goodrich. Revised and brought down to the Present Time by William H. Seavey, Principal of the Girls' High and Normal School, Boston, with Maps and Illustrations. Boston: Brewer & Tileston. 12mo, pp. 320 and 28.

Many years ago we remember being told the number of *tons* of Goodrich's History that, up to that time, had been disposed of. We will not venture to give the number, but we remember that was the way it was reckoned. We have a pleasant recollection of the homely little volume, as one of the reminiscences of our school-days. The present is certainly a great improvement on it, and Mr. Seavey has brought down the narrative clear through the war of the Rebellion, and almost to the day of publication. We commend this tried old text-book, in its new form, once more to the attention of teachers. In the hands of a judicious teacher, it may be the text for a most delightful series of lessons. No subject interests children more readily or more deeply than the history of their native country, when properly taught. In the hands of an injudicious teacher it may, like all books where the details of a vast subject have to be compressed into a small volume, become a mere instrument of mental torture. The Appendix contains some excellent "Hints on the Method of Teaching History," by A. P. Stone, Master of the Portland High School, together with the United States Constitution, and other documents, and a pronouncing index.

CHRISTIE'S FAITH: by the author of "Mattie, a Stray," "Carry's Confession." New York: Harper & Brothers. 12mo, pp. 519.

We have read this story by deputy and the verdict returned is, "not wholly natural, but *very interesting*."

THE COMPLETE POETICAL WORKS OF HENRY W. LONGFELLOW: Diamond Edition. Boston: Ticknor & Fields. Square 16mo, pp. 363.

Packed away — we hardly know how — in this elegant little volume are the whole poetical works of one of our sweetest of American singers. Let teachers read what Stuart Mill says in his admirable discourse on Education, of the place of Art in true Education, and possess themselves at least of the Diamond Tennyson and the Diamond Longfellow. We hope there may soon be a Diamond Whittier.

AN OUTLINE OF THE ELEMENTS OF THE ENGLISH LANGUAGE FOR THE USE OF STUDENTS: by N. G. Clark, Professor of Rhetoric and English Literature in Union College. New York: Scribner. 12mo, pp. 220.

Prof. Clark's cheap and useful little manual is a work similar in character to the excellent little "Outlines of the History of the English Language" by the late Prof. Craik. It is a useful text-book for classes in High Schools if their libraries contain, as they always should, the two volumes of Marsh, the larger History of Craik, and the works of Max Müller and Bishop Trench. It is truly encouraging to see the new spirit that is being infused into the study of the mother-tongue, and the admirable helps that are multiplying on every hand. The wretched old grammatical routine which destroyed the very life of the study cannot last much longer.

THE DIAMOND DICKENS. NICHOLAS NICKLEBY. Boston: Ticknor & Fields.

Another volume of this charming little edition, and one of Dickens' masterpieces. We shall have to laugh once more over Mrs. Nickleby and the gentleman in small clothes,— whose picture as he dances on the top of the wall is very funny,— and the Infant Phenomenon and Mr. Mantalini. We envy the reader who still has the first perusal before him.

We have received specimen sheets of a work to be published by subscription by Messrs. Nichols & Noyes, entitled 'Ornithology and Oölogy of New England, containing full descriptions of the birds of New England and adjoining States, and Provinces; together with a full description of their habits etc., etc., by Edward A. Samuels, Curator of Zoölogy in the Massachusetts State Cabinet." Such a book as this has long been needed, and we are glad that its preparation has fallen into such competent hands as those of Mr. Samuels. There will be three editions, one with colored plates at \$15; one with the eggs colored, at \$7; and one with plain plates, at \$6. It will make a very handsome book, and we hope it will find its way into many a school library. We shall hope to notice it further on its appearance.

ANNUAL REPORT OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

We have no room in our present number to do justice to this exceedingly interesting report. It has been drawn up by the Rev. R. C. Waterston, and contains, besides much that is of interest respecting Boston Schools, valuable information respecting the schools of Europe, and an interesting account of a tour of inspection among the schools of other American Cities. We shall draw upon its pages hereafter, but we desire now to thank the writer and the Committee for their flattering notice of our TEACHER.

TO CORRESPONDENTS.

WE have received a *Teacher* with the following indorsement: "Be kind enough to keep these in Massachusetts." If the person returning it (we will not give her name) will send us her post-office address, we will comply with her request so far as she is concerned, though there will certainly be one place at least outside of Massachusetts where a teacher of good manners will still be needed.

In behalf of our predecessors, we thank the friend who writes us from Canada to renew his subscription, for the following postscript: "I owe my present position to *The Massachusetts Teacher*. By means of it I learned of the good schools of Massachusetts, where I went and was educated."

A well-known teacher, for whose praise of our journal we are grateful, writes thus: "Let me especially thank you for what you say of Webster. My convictions are very strong that an irreparable injury is done to our young people by holding up to them as an ideal American, one whose life was so sad a failure as a man." We have to thank a correspondent in Washington for an expression of the same sentiments.